DOCUMENT RESUME

ED 480 489 CG 032 691

AUTHOR	Mann, Michael P.
TITLE	The Relationship between Higher Order Personality Factors and Student Adjustment.
PUB DATE	2003-08-00
NOTE	17p.; Paper presented at the Annual Conference of the American Psychological Association (111th, Toronto, ON, Canada, August 7-10, 2003).
PUB TYPE	Information Analyses (070) -- Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*College Students; *Correlation; Emotional Response; Extraversion Introversion; Goal Orientation; Higher Education; *Personality Traits; School Holding Power; Social Adjustment; *Student Adjustment
IDENTIFIERS	*Five Factor Model of Personality

ABSTRACT

This study examined the relationship of the five-factor model of personality (extroversion, agreeableness, conscientiousness, emotional stability, and intellect) to college student adjustment. Using a sample of 200+ undergraduate students at a large public university, it was found that emotional stability correlated positively with goal commitment/institutional attachment. In addition, at a less significant level, agreeableness and extroversion associated positively with academic and social adjustment, while conscientiousness associated negatively with these two indices of college student adjustment. (Contains 32 references and 1 table.) (Author)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 489

The Relationship between Higher Order Personality Factors and Student Adjustment

by

Michael P. Mann, Ph.D.

Assistant Professor

Department of Psychology and Counseling

Mississippi College

Presented at the Annual Meeting of the

American Psychological Association

August, 2003

Toronto, Canada

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Mann

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG032691

BEST COPY AVAILABLE

Abstract

This study examined the relationship of the five-factor model of personality (extroversion, agreeableness, conscientiousness, emotional stability, and intellect) to college student adjustment. Using a sample of 200+ undergraduate students at a large public university, it was found that emotional stability correlated positively with goal commitment/institutional attachment. In addition, at a less significant level, agreeableness and extroversion associated positively with academic and social adjustment, while conscientiousness associated negatively with these two indices of college student adjustment.

1. Introduction

The college years can be a period of great transition and change in a person's life. This time is marked by complex challenges in academic, social, and emotional adjustment (Chickering & Reisser, 1993). Some students seem to deal adaptively and constructively with these challenges, while others seem overwhelmed by them and unable to make healthy adjustments. Though there could be many reasons why students leave higher education, the fact remains that more than 40% of all college students exit colleges and universities without earning a degree (Tinto, 1987). It may be assumed that the various resources individuals have will be needed in coping with the adjustments required in college. Any deficits in individuals' psychological make-up or maladaptive coping strategies will hinder their development in adjusting to college. A more thorough knowledge of college student adjustment would aid professionals in understanding why individuals decide to leave school and in enhancing the coping skills of students in their adjustment to college. Important dimensions of college student adjustment include academic, institutional, social, and personal/emotional adjustment.

Early studies initially focused on academic ability as a predictor of retention and adjustment. Later findings, however, indicated that academic performance typically accounted for no more than half of the variance in decisions to drop out of college (Pantages & Creedon, 1978). The broader concept of academic adjustment involves more than just a student's academic ability. Other important components of academic adjustment include motivation to learn, taking action to meet academic demands, a sense of purpose, and general satisfaction with the academic environment (Baker & Siryk, 1984, 1989).

Closely related to academic adjustment is the concept of institutional commitment and adjustment. Some studies have looked at commitment as involving a firm resolve to complete a college degree and strong attachment to a particular institution (Baker & Siryk, 1984; Bean, 1980; Munro, 1981). It has been found that commitment variables have a strong direct effect on persistence; whereas, demographic variables such as age, sex, or socioeconomic status tend to have more indirect effects that interact with social and academic integration or institutional commitment in the prediction of persistence (Pascarella & Chapman, 1983).

A growing number of studies have indicated that social adjustment of students may be as important as academic factors in predicting persistence (Malinckrodt, 1988; Pantages & Creedon, 1978). Theorists have contended that integration into the social environment is a crucial element in commitment to an academic institution. Important components of social adjustment include forming a social network, managing new social freedoms, and becoming integrated into the social life of college (Gerdes & Mallinckrodt, 1994). In fact, some of the most commonly reported crises in the freshman year involve difficulties in social adjustment, including feelings of homesickness and loneliness (Lokitz & Sprandel, 1976; Rich & Scovel, 1987). The perception of insufficient social support have been found to be predictive of attrition for both Caucasian and African-American students (Malinckrodt, 1988).

In terms of personal or emotional adjustment, students commonly question their self-identity, social relationships, and future goals (Chickering & Reisser, 1993). The resulting inner turmoil caused from these many questions leads to personal crises (Henton, Lamke, Murphy, & Haynes, 1980). Manifestations of personal or emotional problems include "global psychological distress, somatic distress, anxiety, low self-esteem, or depression" (Gerdes & Mallinckrodt, 1994,

p. 281). In fact, depression is the leading psychiatric disorder observed among college students (Sherer, 1985). In addition, anxiety has been consistently cited as predisposing students to dropping out (Pappas & Loring, 1985). Based on a review of the psychological literature, factors that may influence college student adjustment are personality variables of the five-factor model of personality.

2. Personality Variables of the Five-Factor Model

There are some theorists and researchers, including this writer, who believe that a "consensus" has emerged in psychology about a five-factor model of personality first proposed by Tupes and Christal (1961) and Norman (1963) to explain individual differences. Research (Jackson, 1984; McCrae & Costa, 1986; McCrae, Costa, & Busch, 1986; Mann, 2001; Mann, In preparation) has shown that the five-factor model of extroversion, agreeableness, conscientiousness, emotional stability, and intellect can be recovered in questionnaires and adjective checklists. McCrae and Costa (1986) found that the five-factor model closely matched factors derived from self-reports and peer ratings. Additionally, Goldberg (1981, 1992) reported support from detailed studies on the natural language of personality. A recent, large-scale intercultural comparison (McCrae and Allik, 2002) provided evidence and illumination of the five-factor model and a solid basis for cross-cultural support, and confirmation of its validity. Also, cross-cultural validation of the five-factor model is found in the research of Amelang and Borkenan (1982), who independently discovered the same five dimensions in self-reports and ratings of German subjects. McCrae and Costa (1989, 1997) believe that the five-factor model offers a universal and comprehensive framework for the description of individual differences in personality.

There is evidence that "student adjustment" may be predicted by the five-factor model of personality variables of extroversion, agreeableness, conscientiousness, emotional stability, and intellect. These key terms used in this five-factor model of the structure of personality are defined below:

Extroversion

Traits associated with extroversion include being sociable, active, talkative, person-oriented, optimistic, fun-loving, and affectionate (Costa & McCrae, 1985, 1992). "Extroversion reflects the *quantity* and *intensity* of relationships with one's environment (notably social), and refers to a tendency to seek contacts with the environment with energy, spirit, enthusiasm, and confidence, and to live out experiences positively" (Rolland, 2002, p. 8).

Emotional Stability

Adjectives related to emotional stability include being calm, relaxed, unemotional, hardy, secure, and self-satisfied (Costa & McCrae, 1985, 1992). *"Neuroticism* (*vs.* adjustment) is a classic dimension of personality represented in most models. It takes into account individual differences in the inclination to construct, perceive, and feel reality as being problematic, threatening, and difficult; and to feel negative emotions (such as fear, shame, and anger)" (Rolland, 2002, p. 8).

Agreeableness

Qualities associated with agreeableness include being softhearted, good-natured, trusting, helpful, forgiving, gullible, and straightforward (Costa & McCrae, 1985, 1992). "This dimension concerns the nature of one's relationships with others, and differs from extroversion (another dimension with a strong interpersonal component) in that it refers more to the relational sphere

and the tone of relationships with others (kindness, empathy *vs.* cynicism, hostility) whereas extroversion refers more to the individual him/herself. Agreeableness deals with the quality of interpersonal relationships on a spectrum ranging from compassion to antagonism" (Rolland, 2002, p. 8).

Conscientiousness

Some descriptors of conscientiousness include being organized, reliable, hard-working, self-disciplined, punctual, scrupulous, neat, ambitious, and persevering (Costa & McCrae, 1985, 1992). "Conscientiousness is a dimension that focuses on issues such as orientation, persistency of behavior, and control of impulses. This dimension comprises dynamic elements (anticipation, success-orientation, task-orientation) and control and inhibition elements of behavior (organization, perseverance, thoroughness, respect for standards and procedures)" (Rolland, 2002, p. 8).

Intellect

Traits commonly associated with intellect include being imaginative, curious, creative, original, and having broad interests (Costa & McCrae, 1985, 1992). "This dimension is independent of cognitive aptitudes and groups together different types of behavior related to an active search for and a love of new experiences. It describes cognitive and non-cognitive openness to experience, which is manifested in a wide range of interests and an eagerness to seek out and live new and unusual experiences without anxiety and even with pleasure. The acceptance of new experiences may be relevant to various domains and different spheres (i.e., ideas, beliefs, values, actions) of behavior" (Rolland, 2003, p. 8).

3. Purpose of Study

Some theorists and researchers (McCrae & Costa, 1986; Wiggins, 1987) believe that individual differences in personality, as suggested by the "five factor model" best account for behavior like adjustment. That is, one's emotional, interpersonal, experiential, and motivational style is the primary determinant of behavior. Thus, the hypothesis of this study is that the five factors of extroversion, agreeableness, conscientiousness, emotional stability, and intellect will significantly predict college student adjustment.

4. Methods

Participants

The participants for this study were 200 introductory psychology students at a large public university in Canada. participants were between 18 and 49 years of age (M = 23.9). The sample was predominantly female (59%), Caucasian (59%), and single (90%). Forty-six percent of the participants were first-year students, 24% were second-year students, 18% were third-year students, and 11% were fourth-year students.

Procedures

All participants were recruited from several classes through in-class presentations by the author. Each volunteer received a packet to be completed. Every packet contained the instruments (randomly distributed per packet), a brief demographics questionnaire, a consent form, and a prize entry form to encourage participation. Participants were given a week to complete the packets. Those who completed all of the inventories were entered into a prize drawing, if they so chose. In addition, psychology students received two experimental credits for their participation. If an

inventory was not completely filled out by a respondent, it was discarded because total scores were required on all inventories used.

Measures

To test this hypothesis of this study, a research methodology was employed utilizing criterion and predictor variables. The criterion variable in this study is college student adjustment. This construct was measured using the Student Adaption to College Questionnaire (SACQ, Baker & Siryk, 1989) with its accompanying dimensions of academic adjustment, social adjustment, personal-emotional adjustment, goal commitment/institutional attachment. The predictor variables in this study are the personality variables of extroversion, agreeableness, conscientiousness, emotional stability, and intellect. These constructs were measured using the Transparent Bipolar Inventory (Goldberg, 1992).

For the purposes of this study, a correlational analysis and a canonical correlational analysis were performed on the data. Using these analyses, patterns among the variables could be determined.

The Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1989) is a self-report measure consisting of 67 items. It was designed to assess "how well a student is adapting to the demands of the college experience" (Baker & Siryk, 1989, p. 4). The measure has four subscales: academic adjustment (24 items), social adjustment (20 items), personal-emotional adjustment (15 items), and goal commitment/institutional attachment (15 items). Each SACQ item is rated on a 9-point Likert scale ranging from "applies very closely to me" to "doesn't apply to me at all." The sum of the individual items for each subscale represents an index for the four dimensions of adjustment. The sum of the scores for all of the items--the full scale score--

constitutes an index of overall adjustment. Examples of items include the following: (3) "I have been keeping up to date on my academic work" (academic adjustment), (4) "I am meeting as many people, and making as many friends as I would like" (social adjustment), (7) "Lately I have been feeling blue and moody a lot" (personal-emotional adjustment), and (16) "I am pleased now about my decision to attend this college in particular" (goal commitment/institutional attachment). The authors report alpha coefficients from 0.92 to 0.95 for the full scale. In addition, they report that the SACQ correlates with the following scales: goal instability, academic locus of control, psychological coping resources, revised UCLA loneliness scale, social avoidance and distress scale, mental health inventory anxiety subscale and depression subscale, and psychological distress inventory.

The Transparent Bipolar Inventory (Goldberg, 1992) is a self-report measure consisting of 50 bipolar scale items (e.g., introverted-extroverted). The scale was developed by Goldberg to provide a set of alternative Big-Five factor markers to replace those created over 25 years ago by Norman (1963). Each item is a bipolar scale with two descriptors on each end (e.g., disorganized-organized) and a nine point Likert scale in the middle ranging from 1 (very) to 3 (moderately) to 5 (neither) to 7 (moderately) to 9 (very). Examples of items include the following: under extroversion (Factor I), inhibited--spontaneous; under agreeableness (Factor II), uncooperative--cooperative; and under emotional stability (Factor IV), moody--steady. The coefficient alpha reliability estimates of the scales were .88, .88, .85, .88, and .84 for Factors I through V, respectively, averaging .87. In terms of validity, correlations with the corresponding scales from the NEO-PI were .68, .54, .51, -.65, and .48 for Factors I through V respectively.

5. Results and Summary

A canonical correlation analysis was conducted with all of the variables in the study to determine which variables were predictive of the set of college adjustment variables. The following table summarizes the results of this study.

Table 1.

Canonical Analysis: SACQ Scales and Personality Scales (N = 126)

	Standardized Canonical Coefficients	
Scales	Variate One	Variate Two
	.454*	.357**
SACQ Scales (Set 1)		
Academic Adjustment	-.0880	.8295
Social Adjustment	-.1114	.6109
Personal-Emotional Adjustment	-.1910	.0673
Institutional Attachment	1.0063	-.2326
Personality Scales (Set 2)		
Extroversion	.1012	.4201
Agreeableness	.2348	.8745
Conscientiousness	.3512	-.5256
Emotional Stability	.5389	-.2288
Intellect	.1304	-.1906

*p = .0005
**p = .0668

The first variate in Table I can best be described as institutional attachment and emotional stability. In this variate emotional stability is predictive of the set of college adjustment variables.

The second variate in Table I is a contrast between positive agreeableness and extroversion and negative conscientiousness. In this less significant variate, the personality variables of extroversion, agreeableness, and conscientiousness are predictive of the set of college adjustment variables.

It was concluded that: (A) Emotional stability correlated positively with attachment and was predictive of the set of college adjustment variables. (B) At a less significant level, agreeableness and extroversion correlated positively with academic and social adjustment, while conscientiousness correlated negatively with these two forms of adjustment. These three personality variables were predictive of the set of college adjustment variables.

Future Directions for Research

(A) Other research should confirm that emotional stability is indeed predictive of college student adjustment. Specifically in what ways does emotional stability contribute to commitment/attachment?

(B) Other studies should also confirm that agreeableness, extroversion, and conscientious are predictive of college student adjustment. Specifically in what ways does agreeableness and extroversion contribute to academic and social adjustment? In what ways does conscientiousness negatively influence academic and social adjustment?

References

Amalang, M., & Borkenan, P. (1982). On the factor structure and external validity of some questionnaire scales measuring dimensions of extroversion and neuroticism. *Zeitschrift für Differentielle und Diagnostische Psychologie, 3,* 119-146.

Baker, R. W., & Siryk, B. (1989). *SACQ Student Adaptation to College Questionnaire Manual.* Los Angeles, CA: Western Psychological Services.

Baker, R. W. , & Siryk, B. (1984). Measuring academic adjustment to college. *Journal of Counseling Psychology, 31,* 179-189.

Bean, J. P. (1980). Dropout and turnover: the synthesis and test of a causal model of student attrition. *Research in Higher Education, 12,* 155-187.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd edition). San Francisco, CA: Jossey-Bass.

Costa, P. T., Jr. & McCrae, R. R. (1985). *The NEO Personality Inventory Manual.* Odessa, FL: Psychological Assessment Resources.

Costa, P. T., Jr. & McCrae, R. R. (1992). Revised NEO Personality Inventory and NEO Five-Factor Inventory (NEO-FFI professional manual). Odessa, FL: Psychological Assessment Resources.

Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: a longitudinal study of retention. *Journal of Counseling & Development, 72,* 281-288.

Goldberg, L. R. (1981). Language and individual differences: The search for universals in personality lexicons. In L. Wheeler (Ed.), *Review of personality and social psychology* (Vol. 2, pp. 141-165). Beverly Hills, CA: Sage.

Goldberg, S. R. (1992). The development of markers for the big-five factor structure. *Psychological Assessment, 4,* 26-42.

Henton, J., Lamke, L., Murphy, C., & Haynes, L. (1980). Crisis reactions of college freshmen as a function of family support systems. *The Personnel and Guidance Journal, 58,* 508-511.

Jackson, D. N. (1984). Personality Research Form Manual (3rd ed.). Port Huron, MI: Research Psychologists Press.

Lokitz, B. D., & Sprandel, H. Z. (1976). The first year: a look at the freshman experience. *Journal of College Student Personnel, 17,* 274-279.

Malinckrodt, B. (1988). Student retention, social support, and dropout intention: Comparison of black and white students. *American Psychologist, 14,* 1001-1003.

Mann, M. P. (2001). The relationship of narcissistic vulnerability, shame proness, and perfectionism to college student adjustment. Proceedings of the International Congress of Psychology, *International Journal of Psychology 35,* 307-314.

Mann, M. P. (In preparation). The adverse influence of narcissistic injury and perfectionism on college students' institutional attachment. *Personality and Individual Differences.*

McCrae, R. R., & Allik, J. (2002). *The five-factor model of personality across cultures.* New York: Klumer Academic/Plenum Publishers.

McCrae, R. R., & Costa, P. T., Jr. (1986). Clinical assessment can benefit from recent advances in personality psychology. *American Psychologist, 14,* 1001-1003.

McCrae, R. R., Costa, P. T., Jr., & Busch, C. M. (1986). Evaluating comprehensiveness in personality systems: The California Q-Set and the five factor model. *Journal of Personality, 54,* 430-446.

McCrae, R. R., & Costa, P. T., Jr. (1989). More reasons to adopt the five-factor model. *American Psychologist, 44,* 451-452.

McCrae, R. R., & Costa, P. T., Jr., (1997). Personality trait structure as a human universal. *American Psychologist, 52,* 509-516.

Munro, B. H. (1981). Dropouts from higher education: Path analysis of a national sample. *American Educational Research Journal, 18,* 133-141.

Norman, W. T. (1963). Toward an adequate taxonomy of personality attributes: Replicated factor structure in peer nomination personality ratings. Journal of Abnormal and Social Psychology, 66, 574-583.

Pantages, T. J., & Creedon, C. F. (1978). Studies of college attrition: 1950-1975. *Review of Education Research, 48,* 49-101.

Pappas, J. P., & Loring, R. K. (1985). Returning learner. In L. Noel, R. Levitz, & D. Saluri (Eds.), *Increasing student retention: effective programs and practices for reducing the drop out rate* (pp. 138-161). San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Chapman, D. W. (1983). A multi-institutional, path analytic validation of Tinto's model of college withdrawal. *American Educational Research Journal, 10,* 87-102.

Rich, A. R., & Scovel, M. (1987). Causes of depression in college students: A cross-lagged panel correlational analysis. *Psychological Reports, 60,* 20-27.

Rolland, J. P. (2002). The cross-cultural generalizability of the five-factor model of personality. In R. R. McCrae & Allik, J. (Ed.), *The five-factor model of personality across cultures.* New York: Klumer Academic/Plenum Publishers.

Sherer, M. (1985). Depression and suicidal ideation in college students. *Psychological Reports, 57,* 1061-1062.

Tinto, V. (1987). *Leaving college.* Chicago, IL: University of Chicago Press.

Tupes, E. C., & Christal, R. E. (1961). *Recurrent personality factors based on trait ratings* (USAF ASD Technical Report No. 61-97). Lackland AFB, TX: U.S. Air Force.

Wiggins, J. S. (1987). Personality structure. In P. R. Farnsworth, M. R. Rosenweig, & J. T. Polefka (Eds.), *Annual review of psychology* (Vol. 19, pp. 293-350). Palo Alto, CA: Annual Reviews.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Relationship between Higher Order Personality Factors and Student Adjustment

Author(s): Michael P. Mann, Ph.D.

Corporate Source:

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Michael Mann	Printed Name/Position/Title: Michael Mann, Ph.D., Ass. Professor
Organization/Address: Dept. of Psychology, Box 4013 Mississippi College, Clinton, MS 39058	Telephone: (601) 925-3820 FAX: 601-925-[illegible]395 E-Mail Address: MMANN@MC.edu Date: 10/26/03

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Counseling & Student Services
University of North Carolina at Greensboro
201 Ferguson Building
PO Box 26171
Greensboro, NC 27402-6171